

FORT MILL ELEMENTARY

192 Springfield Parkway
Fort Mill, South Carolina 29715

GRADES K-5 Elementary School

ENROLLMENT 576 Students

PRINCIPAL Karen H. Helms 803-547-7546

SUPERINTENDENT Mr. TEC Dowling 803-548-2527

BOARD CHAIR Chantay F. Boulter 803-547-2034

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
19	5	0	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

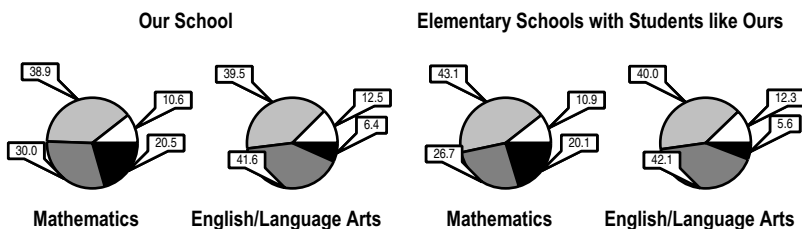
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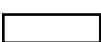
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Excellent	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	41	90	59
Percent satisfied with learning environment	97.6%	68.9%	96.6%
Percent satisfied with social and physical environment	97.6%	70.8%	79.3%
Percent satisfied with home-school relations	97.4%	83.3%	100.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	300	99.3	12.5	39.5	41.6	6.4	48.0	17.6
Gender								
Male	159	99.4	15.2	39.1	41.7	4.0	45.7	17.6
Female	141	99.3	9.2	40.0	41.5	9.2	50.8	17.6
Racial/Ethnic Group								
White	239	99.2	7.5	36.7	48.2	7.5	55.8	17.6
African-American	56	100.0	34.6	50.0	13.5	1.9	15.4	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	252	100.0	8.4	38.5	46.0	7.1	53.1	17.6
Disabled	48	95.8	35.7	45.2	16.7	2.4	19.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	300	99.3	12.5	39.5	41.6	6.4	48.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	300	99.3	12.1	39.6	41.8	6.4	48.2	17.6
Socio-Economic Status								
Subsidized meals	76	97.4	31.3	48.4	18.8	1.6	20.3	17.6
Full-pay meals	224	100.0	6.9	36.9	48.4	7.8	56.2	17.6

Mathematics								
All students	300	100.0	10.6	38.9	30.0	20.5	50.5	15.5
Gender								
Male	159	100.0	9.9	35.5	35.5	19.1	54.6	15.5
Female	141	100.0	11.5	42.7	23.7	22.1	45.8	15.5
Racial/Ethnic Group								
White	239	100.0	5.7	38.2	30.7	25.4	56.1	15.5
African-American	56	100.0	30.8	44.2	25.0	N/A	25.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	252	100.0	4.6	40.6	32.6	22.2	54.8	15.5
Disabled	48	100.0	43.2	29.5	15.9	11.4	27.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	300	100.0	10.6	38.9	30.0	20.5	50.5	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	300	100.0	10.3	39.0	30.1	20.6	50.7	15.5
Socio-Economic Status								
Subsidized meals	76	100.0	27.3	43.9	21.2	7.6	28.8	15.5
Full-pay meals	224	100.0	5.5	37.3	32.7	24.4	57.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	91	N/A	10.0	27.8	56.7	5.6	62.2
	Grade 4	82	N/A	7.5	41.3	46.3	5.0	51.3
	Grade 5	104	N/A	15.0	42.0	41.0	2.0	43.0
	Grade 6	4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	94	100.0	9.0	32.6	48.3	10.1	58.4
	Grade 4	106	99.1	12.0	37.0	46.0	5.0	51.0
	Grade 5	97	100.0	15.6	48.9	31.1	4.4	35.6
	Grade 6	3	66.7	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	91	N/A	13.3	42.2	21.1	23.3	44.4
	Grade 4	82	N/A	7.5	25.0	31.3	36.3	67.5
	Grade 5	104	N/A	12.0	45.0	29.0	14.0	43.0
	Grade 6	4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	94	100.0	12.4	42.7	30.3	14.6	44.9
	Grade 4	106	100.0	7.9	32.7	26.7	32.7	59.4
	Grade 5	97	100.0	11.1	41.1	34.4	13.3	47.8
	Grade 6	3	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 576)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.0%	Up from 1.2%	1.6%	2.4%
Attendance rate	96.6%	Down from 97.3%	96.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	34.1%	Up from 32.9%	30.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.1%	Down from 5.6%	6.1%	8.0%
Older than usual for grade	0.2%	Down from 0.7%	0.5%	1.1%
Suspended or expelled	0.2%	No change	0.0%	0.0%

Teachers (n= 36)				
Teachers with advanced degrees	52.8%	Down from 53.8%	54.9%	50.0%
Continuing contract teachers	91.7%	Up from 87.2%	86.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	63.6%	Up from 63.5%	88.3%	86.2%
Teacher attendance rate	96.2%	Down from 96.3%	95.6%	95.3%
Average teacher salary	\$42,016	Up 0.3%	\$40,883	\$39,909
Prof. development days/teacher	11.8 days	Up from 9.4 days	11.1 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	5.3	4.0
Student-teacher ratio	17.8 to 1	Down from 19.5 to 1	19.5 to 1	18.9 to 1
Prime instructional time	91.2%	Down from 91.7%	91.2%	89.7%
Dollars spent per pupil*	\$5,754	Down 8.4%	\$5,886	\$5,892
Percent spent on teacher salaries*	70.1%	Up from 67.5%	67.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Despite the extensive state education budget cuts and unprecedented growth in Fort Mill, FMES won the Palmetto Gold Award for the second consecutive year. At Fort Mill Elementary School, student performance on the SC curriculum standards is at the center of all efforts. Test scores available at the time of this writing indicate that (1) 90.8% of third graders met standards in English/Language Arts and 87.8% met standards in Math; (2) 92.9% of fourth graders met standards in English/Language Arts and 92.9% met standards in Math; and (3) 86.5% of fifth graders met standards in English/Language Arts and 88.5% met standards in Math.

FMES continues to strive for marked improvement. Efforts this year included: (1) the concentrated efforts of reading and math specialists with lower-performing students; (2) additions of leveled books to the leveled bookroom for reading instruction; (3) the use of running records as a diagnostic/assessment tool in grades K-5; (4) involvement of the volunteer corps of FMES Reading Partners with struggling readers; (5) the use of literacy groups to enhance reading skills and comprehension; and (6) the continuation of the Lunch Buddies Program, connecting a caring volunteer with a variety of children. These efforts will continue into the 2003-2004 school year. We have established the Reading Recovery Program to provide even greater direct assistance with struggling readers in first grade. The implementation of the homework policy began this year, and it provides the framework for assigning homework while communicating the school's expectation for appropriate and needed reinforcement of classroom instruction.

The FMES family enjoyed tremendous accomplishments this year. We were able to add a kindergarten team, to offer technical classes, to provide meeting time for grade levels in order to increase curriculum integration with a focus on vocabulary, to successfully complete the Title I audit, and to begin the Southern Association evaluation process. We were also able to add resources to the Spanish program, to develop a Literacy Committee, which established Family Literacy Night, to implement Math SuperStars and Accelerated Reader programs, and to create a hands-on math lab. Our Teachers Supporting Teachers efforts were also enhanced. The physical comforts in and around the school were improved with the additions of another basketball court, tables and umbrellas, a podium for the media center and stage, and scan converter keys for classrooms. We again earned all "A's" in the Fort Mill Litter Task Force's Clean Campus Program, as well. Our students developed their community service capabilities through collections benefiting the Fort Mill Care Center, Jump Rope for Heart, Pennies for Patients, the Humane Society, and FMES was also represented in the Arthritis Walk this spring.

Great appreciation is expressed to our district administration, to our school community, to our parent volunteer force, and to our fabulous PTO! We just couldn't do it without you!

Karen H. Helms, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.